# Pupil premium strategy statement – St Teresa’s Catholic Academy

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 306 (not including pre-school) |
| Proportion (%) of pupil premium eligible pupils | 6.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2023-2024  2024-2025  2025-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Nikki Peters, Headteacher |
| Pupil premium lead | Louise Gray,  SENCO/Pastoral Lead |
| Governor / Trustee lead | Anne Marie Eden,  Chair of Governors |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £29,768 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £0 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £29,768 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Teresa’s, our aim is for all members of our school community to be safe, happy and successful together with God. This is achieved by following our SAINTS Beatitudes, which remind us how to be disciples of Jesus and how we can spread His love through our words and actions. It is everyone’s responsibility to ensure that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to meet their full potential.  We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements to ensure readiness to learn. Identifying and overcoming barriers to learning is at the heart of our PPG use.  We aim to improve the outcomes for our pupils through:   * Providing teaching staff with high quality CPD to ensure pupils have access to effective first quality teaching; * Closing the attainment gap between disadvantaged pupils and their peers; * Providing pupils with targeted academic interventions to quickly address identified gaps in learning; * Providing appropriate pastoral support for emotional wellbeing to enable pupils to access learning within and beyond the classroom; * Working with families to support good attendance; * Financial support for curriculum enrichment activities, including trips, residential trips and first-hand learning experiences; * Access to a wide range of extra-curricular activities, including support with homework; * Ensuring that the PPG reaches the pupils who need it most. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | Persistent absence resulting in low attendance for disadvantaged  children, including arriving late to school on a regular basis. |
| 2 | Readiness to learn once at school, through additional pastoral support for children and their families. |
| 3 | Language and communication skills. Limited vocabulary impacting phonics, reading and writing. |
| 4 | Understanding of basic number skills. |
| 5 | Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * No family to be on an attendance plan * Attendance to be at or above 90% * Children to arrive on time in order to access the full curriculum |
| To ensure children are ready to learn once in school and families receive pastoral support | * Pastoral support given will ensure that children are ready to learn in lessons and will use appropriate strategies to help be emotionally ready to learn * Homework Club accessed by KS2 children needing the time/resources to access online learning to reduce anxiety around Homework * Families to engage with pastoral support if needed |
| Improved language and communication skills in disadvantaged children to support reading, writing and phonics | * Assessments and observations indicate improved oral language of disadvantaged children * Improved engagement in lessons, particularly reading, writing and phonics * Book scrutiny indicates improvement in writing |
| Improved maths attainment, with a focus on learning and retaining times table facts | * Improved outcomes at the end of KS2 maths * Children making progress from their individual starting points * Children secure in times table knowledge relevant to their age (use Doodle Tables to help track and monitor) |
| To ensure that disadvantaged children have access to extra-curricular enrichment opportunities. | * Disadvantaged children hold positions of responsibility in the school * Disadvantaged children have accessed extra-curricular opportunities * All disadvantaged children have had the opportunity to attend an after-school club free of charge * KS2 children have accessed Homework Club |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,292

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reducing class sizes in Year 3 and 4 | Reducing class size means that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size> | 2, 3, 4 |
| Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils or across classes and year groups.  [Diagnostic assessment | EEF](https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973) | 3, 4 |
| CPD for staff in dyslexia | Ensure PPG children with SEN are taught effectively using dyslexia friendly strategies. Aim to raise attainment in literacy and ensure interventions are effective.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  +4 month impact by EEF. | 3 |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,476

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Spelling interventions | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction>  +4 month impact by EEF  Bespoke to the individual needs of the child. | 3 |
| Precision Teaching for basic number skills | Short burst one to one activity (timestables/number bonds). Individualised.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction>  +4 month impact by EEF | 4 |
| Reading interventions in small groups  (Vipers) | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Collaborative reading approaches in small groups. The text and level is pitched to the groups needs  +5 month impact by EEF | 3 |
| Small group maths intervention | Bridging basic number skills/understanding.  +4 month impact by EEF  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 4 |
| Editing writing and providing feedback in a small group session | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction>  +4 month impact by EEF | 3 |
| Phonics and spelling interventions  Bug Club phonics resources | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>  Phonics interventions have been proven to have +5 month impact by EEF | 3 |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 1. Improve attendance of disadvantaged children | 1. Head/Pastoral Lead to work with parents and Education Welfare service   Regular meetings, individual plans and targets <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 1, 2, 3, 4, 5 |
| Places in Breakfast Club/After School Club | Children are ready for school  Develop social interactions | 1,2, 5 |
| Provide uniform/ basic equipment | <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities> | 1,2,3,4 |
| Place in an extracurricular club termly | Children have opportunity to engage in extracurricular interests  Develop social interactions | 2, 5 |
| Place in Homework club after school for KS2 children | Teacher supporting home learning  Equal opportunities to access online resources for learning  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> | 2, 3, 4, 5 |
| Selection for enrichment opportunities | Children feel valued and a part of school life  Raises self-esteem and self-confidence | 5 |

**Total budgeted cost: £29,768**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| **Disadvantaged pupil progress scores for last academic year 2022/2023**   |  |  |  |  | | --- | --- | --- | --- | | **Measure** | **PPG Children at St Teresa’s Meeting EXS+ EYFS** | **PPG Children in Wokingham Meeting EXS+ EYFS** | **PPG Children in Nationally Meeting EXS+ EYFS** | | Comm and Language | 100% | 69% | 70% | | PSE Development | 100% | 70% | 74% | | Phy Development | 100% | 74% | 76% | | Literacy | 100% | 49% | 55% | | Maths | 100% | 62% | 64% | | Und the world | 100% | 69% | 69% | | Arts and design | 100% | 81% | 77% | | **Measure** | **PPG Children at St Teresa’s Meeting EXS+ KS1** | **PPG Children in Wokingham Meeting EXS+ KS1** | **PPG Children in Nationally Meeting EXS+ KS1** | | Reading | 100% | 46% | 54% | | Writing | 100% | 37% | 44% | | Maths | 100% | 48% | 56% | | **Measure** | **PPG Children at St Teresa’s Meeting EXS+ KS2** | **PPG Children in Wokingham Meeting EXS+ KS2** | **PPG Children in Nationally Meeting EXS+ KS2** | | Reading | 60% | 58% | 60% | | Writing | 60% | 53% | 58% | | Maths | 60% | 59% | 59% |   We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national and local data. The data demonstrates that PPG children at St Teresa’s are more likely to achieve the expected standard and above for Reading, Writing and Maths in both KS1 and KS2 in comparison to Wokingham and nationally. In all areas of learning in EYFS, all children were meeting the expected standard or above, again showing a high level of achievement at St Teresa’s in comparison to the Wokingham and national data.  Below details the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.   |  |  | | --- | --- | | **Aim- teaching** | **Outcome** | | Phonics Bug Club Training | Training was delivered by Bug Club to support Phonics teaching and it was rolled out to ensure consistency between EYFS and KS1, with any KS2 interventions following the same format. The Phonics Lead provided support for Teachers and TAs to ensure teaching was effective in both lessons and interventions. | | Subject Lead training in Cornerstones | All subject leaders attending training in Cornerstones to further develop the foundation curriculum. This supported planning, differentiating and assessing lessons to ensure all children were able to access the foundation curriculum and given support and challenge where appropriate. | | Reducing class sizes in Year 3 and 4 | This has continued to enable children to have access to more teacher time, particularly for those needing further support with their work. | | **Aim – targeted approaches** | **Outcome** | | Spelling interventions | Spellings have been appropriately differentiated and spelling has been regularly assessed to ensure that progress is made. Spelling Shed has been used to support spelling practice. | | Precision Teaching for basic number skills | This short burst activity is successful for children struggling to retain basic number facts. | | Reading interventions in small groups  (Vipers) | Successful across the school and embedded into class practice and timetable. The programme has been successfully differentiated for children with additional learning needs. | | Small group maths intervention | This has been helpful to identify areas in learning the children have gaps in to ensure misconceptions are addressed. It has been used effectively by identifying children that need additional support following a lesson. | | Editing writing and providing feedback in a small group session | This is an effective tool to further support children who find sentence structure, punctuation and editing writing challenging. It helps to provide them with a strategy they can use in the classroom. | | Phonics and spelling interventions  Bug Club phonics resources | Bug Club has been effectively implemented across the school to ensure consistently with teaching phonics and interventions for phonics. Interventions use the same strategies that phonics lessons do in order to further support children with their learning. | | Aim - Wider strategies for current academic year | **Outcome** | | 1. Improve attendance of disadvantaged children | Attendance: 71% had attendance that was over 90%.  Attendance plans in consultation with the EWO were put in place for three families in receipt of PPG. | | Places in Breakfast Club/After School Club | Places have been allocated on a need-by-need basis. Places in after school club have been funded for the KS1 siblings of those that attend Homework Club in order to support families. | | Provide uniform/ basic equipment | We provide uniform and financial support when needed to families in hardship, ensuring children’s inclusion and sense of wellbeing. | | Place in an extracurricular club termly | All PPG children in years 1-6 were offered an extracurricular club on a termly basis, 77% did. This will continue next year. | | Place in Homework club after school | All PPG children in KS2 were offered Homework Club and 59% did by the end of the Summer Term. This will continue next year. | |  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
| Toe by Toe | https://toe-by-toe.co.uk/ |